

THE OBJECTIVES OF TRAINING FOREIGN LANGUAGE TEACHERS

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Annotation: In the modern world, the issues of professional development of a specialist, including a foreign language teacher, are among the most important in the field of education of any socio-economic system.

Key words: professional, effectively, learning, teaching, urgent, generation, professional development, self-education.

Аннотация: В современном мире вопросы профессионального развития специалиста, в том числе и преподавателя иностранного языка, являются одними из важнейших в сфере образования любой социально-экономической системы.

Ключевые слова: профессиональный, эффективно, обучение, педагогическая деятельность, актуальность, поколение, профессиональное развитие, самообразование.

Аннотация: замонавий дунёда мутахассиснинг, шу жумладан чет тили ўқитувчисининг малакасини ошириш масалалари ҳар қандай ижтимоий-иқтисодий тизим таълими соҳасида энг муҳим масалалардан бири ҳисобланади.

Калит сўзлар: касбий, самарали, ўқитиш, педагогик фаолият, долзарблик, авлод, касбий ривожланиш, ўз-ўзини тарбиялаш.

The objective reasons for the need to improve the professional level of foreign language teachers are of a different nature. First of all, it is the specifics of the subject they teach. As you know, foreign language speech skills (in the broadest sense of the word) require, firstly, systematic practice, training in order to maintain the level achieved during professional training. Secondly, they can (and should) always be improved.

An important reason is also the rapid pace of development of sciences at the present time, and the teacher needs to get acquainted with their results in a timely manner

Finally, the third group of reasons is related to the fact that not all teachers have sufficient professional training and are able to work effectively enough on their own. In addition, they do not always have the opportunity to get the necessary literature, etc.

The society is interested in highly qualified teachers. The teacher of a socialist society is a representative of a new social formation, is aware of his role in society and therefore understands the improvement of his qualifications as a professional duty,

To promote the development of personal interests and ensure their harmonious combination with public ones should be the goal of the specialist's improvement process. The results of research conducted in this area show that the motivational sphere of an adult and his attitude to further improving his qualifications are very closely related and, ultimately, are determined and conditioned by the social status of teachers.

The improvement of the qualifications of foreign language teachers should be a system providing for the continuity of their education throughout the entire period of their professional activity. This system should cover both the independent self-educational activity of the teacher and his training under the guidance of specialists (in various courses).

The age and other characteristics of teachers as a specific contingent of students are not inhibiting factors in their learning. Although issues related to adult education, in general and foreign language teachers in particular, have not yet been sufficiently studied, everything suggests that the loss of some qualities inherent in the school audience by adults is compensated by the acquisition of others that ensure the success of learning.

In order to effectively address the issue of teacher training, it is necessary to clearly represent the actual level of their professional training. The training of teachers in general, and teachers of a foreign language, in particular, is carried out in different ways, due to the specific conditions of the country's development, which explains its different level. Therefore, it seems advisable to create several professional development programs for them.

In order to fully consider, the nature of the assistance that needs to be provided to a particular contingent of teachers, we propose to combine them into certain groups according to the following parameters:

1) basic education; 2) the level of proficiency in the language and disciplines of the pedagogical cycle; 3) the type of educational institution where they work.

A very important factor in the development of professional development programs is also considering the teacher's teaching experience at school. It should be noted that the vast majority of teachers in the country are young people.

The system of advanced training of foreign language teachers is based on a system of principles reflecting the specifics of this contingent. These principles can be divided into two large groups:

1) principles reflecting the psychological and pedagogical characteristics of teachers as a certain social group, whose listeners justify the organizational structure of their retraining; 2) principles determining the nature of practical classes in foreign languages.

These principles determine the nature of the components (content, forms, teaching methods) of the teacher training system.

The typology of foreign language teachers is an urgent need not only to create a system of professional development, but also to recruit individual groups of teachers in order to improve them in courses.

Self-education in the system of advanced training of foreign language teachers, which is based on certain principles, must be linked to other areas of human interaction with society, namely, with his professional and business activities. The main areas of teacher training in self-education should cover the political, professional and general education spheres. These three aspects are included in the teacher's professional self-education in the narrow sense of the word, but one must also keep in mind self-education in the broad sense of the word, while understanding the teacher's activities in areas not directly related to his professional activity, but related to his formation as a person.

When organizing advanced training courses and forming groups of students, follow a differentiated approach. When creating advanced training courses, it is advisable to use the experience of countries in this area, namely:

1) Short-term four-week courses for most foreign language teachers

2) long-term courses of the following types:

3) full-time and part-time courses for experienced teachers, where a number of program issues

The self-educational activities of teachers, including those working according to individual plans, should be considered as the main component of the professional development system. It must be organized and controlled (manageable).

The main aspects of the self-educational activities of foreign language teachers that are subject to modification and improvement are:

a) improving the educational and methodological base of self-education of English language teachers, for which it is necessary to increase the output of special literature both in the specialty and on issues of independent work on the language;

b) providing guidance on self-education in the field, using consultants with a high level of professional training;

c) creation of a sufficient number of audio materials (records, magnetic recordings of texts, etc.) in a foreign (English) language for teachers, as well as, where possible, special rooms for laboratory work;

d) inviting specialists (foreign) to give lectures at advanced training courses

- e) increasing the budget of teachers' free time;
- e) organization of systematic practical lessons on the exchange of experience between teachers of foreign languages
- g) a constant increase in qualified assistance to teachers undergoing advanced training and systematic monitoring of their self-education activities with

The creation of a teacher training system will contribute to the improvement of foreign language teaching, which in turn will contribute to the education of the younger generation, i.e. the realization of the task set for the school by the party and the Government to form a comprehensively developed.

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THE IMPORTANCE OF FOREIGN LANGUAGES TO POPULARIZE HISTORICAL CITIES IN UZBEKISTAN IN THE DEVELOPMENT OF TOURISM

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Annotation: Uzbekistan is famous for such historical cities as Samarkand, Bukhara and Khiva. They have rich history, architecture and attractive monuments for tourists. Developing routes that cover these cities and their attractions will allow tourists to experience the unique culture and history of Uzbekistan. There are many architectural monuments in Uzbekistan that are part of the world cultural treasure. Historical monuments, rich in old cultural and architectural monuments, are